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ABSTRACT

Proceedings in the areas of textiles and clothing and management are presented in this third-workshop report of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE), a preservice home economics teacher education curriculum design. Presentation areas include new developments and trends in home management, new trends and developments in textiles and clothing, evaluating the MATCHE modules, and a participant's view of the workshop; its importance and an evaluation. Appended are a schedule of workshop events, a list of modules expanded and module writers, a content-validity questionnaire, and a list of workshop participants. (Other area workshop proceedings [CE 019 896-897 and CE 019 899] are also available, along with the resulting learning modules [CE 019 901-967] and strategies for tying MATCHE to FHA-HERO [CE 019 900].) (CT)

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MATCHE

MANAGEMENT
APPROACH TO
TEACHING
CONSUMER AND
HOMEMAKING
EDUCATION

PROCEEDINGS

MATCHE III WORKSHOP

FRESNO, CALIFORNIA

MARCH 7-8, 1977

CE 019 898

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MATCHE III WORKSHOP PROCEEDINGS

Introduction

The development of curriculum for pre- and in-service homemaking teachers has been a major thrust of the Bureau of Homemaking Education over the past five years. A funding grant to the Home Economics Department, California State University, Fresno, for the past three years has made it possible to expand and update many of the MATCHE (Management Approach to Teaching Consumer and Homemaking Education) modules. These proceedings report the third of a series of in-service workshops for university teacher educators and subject matter specialists to strengthen the program of home economics education throughout the State of California.

The first MATCHE workshop (1974-75) was held to provide an opportunity for university faculty to gain an understanding of the MATCHE curriculum and to determine methods of implementation. The history of MATCHE, what and why of MATCHE, were reviewed and means of implementation explored. Working in small groups, subject matter personnel built models as a method of analyzing and further developing curriculum objectives.¹

During the next year (1975-76) the individualized competency-based modules in the area of Housing and Human Development were expanded. These were reviewed at the MATCHE II workshop.

Participation was limited to the subject matter specialist in these two areas, department chairpersons and teacher educators. The purpose of the workshop was to assess and advise on the expanded modules and to validate the content of these curriculum modules.²

The 1976-1977 Workshop entitled MATCHE III followed a similar in-service format giving emphasis to assessing and validating the expanded modules in

¹ MATCHE I Workshop Proceedings 1975

² MATCHE II Workshop Proceedings 1976

the area of textiles and clothing and management. The report of this workshop is contained in the following pages.

Each workshop included presentations by recognized consultants in the field of home economics education or the specific subject area under consideration. The three reports of these workshops can serve as an excellent resource for understanding MATCHE and the endeavor being made to improve the competencies of home economics teachers.

We appreciate the contribution of module writers and the support and participation of those who attended these workshops.

NEW DEVELOPMENTS AND TRENDS IN HOME MANAGEMENT

by Betty J. Bailey

I was asked to speak to you relative to new developments and trends in Home Management. I would like to approach my assignment from two perspectives. The first is changes and trends in Home Management theory and the second is concerned with application of theory.

Before I address myself to the topic assigned to me, please let me digress for a few minutes. The saying, "Past is Prologue", seems eminently suitable for the area of Home Management. I am fortunate to have at my disposal a bibliography prepared by advanced students in a Home Management seminar on our campus which was conducted under the direction of Mrs. Patricia Beals. As I glance at the first few articles, dated from 1909, the similarity to articles currently published in the Journal of Home Economics is striking. They are almost a mirror reflection of the concerns of Home Management today.

Please let me list several and briefly cite the content. "Women's Public Work for the Home: An Ethical Substitute for Cooperative Housekeeping," by Carolyn Hunt (urges housekeepers to unite as watchful consumers). "Elimination of Waste in Households", by Lucy Griscom, 1910 (recommends that Home Economists emphasize the conservation of energy, time and space). Mary Urie, during the same year, proposed field study as a teaching method and Martha Bell explained the use of the College Residence Home Management Laboratory.

An article I found most interesting, because its twin may be found in any newspaper, journal, or periodical today, was titled simply "The Home." The content reflected the concern of the time with the factors contributing to the deterioration of family life (date: 1915). Familiar? Does it bring

about feelings of despair or of hope? After all, the family still exists in spite of dire predictions of its imminent demise.

Referring to 1915 again, we see Home Management, called Household Management at that time, concerning itself with the similarities between Business Management and Household Management in an article titled, "Business Training for Women", by Ilena Bailey; "Train Women to Earn--A National Movement", an article on the same theme, proposed methods for training women to enter business and industry.

"The Home and the Community" appeared in 1916 and recognized the inter-relationships between the values of the home and those of the community. Is this not similar to the models we are currently using?

During the period of World War I, many articles pertaining to conservation of resources appeared. Emphasis seemed to be primarily upon food and energy conservation. Of particular interest is a discussion by Rachel Colwell of the waste of natural gas. The latter article appeared in May of 1920. Would re-reading this be helpful today when we must learn to live more simply? In 1921, several articles appeared relative to Home Economists working in the Home Service Departments of banks--a lesson here for our Consumer Economics/Family Finance majors? At the 1975 Western Regional Conference Home Management/Family Economics, Doris Beard reported on the National Conference and mentioned that William Ford, Executive Director of Research and Planning, American Bankers Association, had urged Home Economists to go about their business of helping family managers to prepare in advance for recessions. He believed that economists and social workers are not prepared to do this.

Today, Home Management people are much concerned with the increasing number of women who must cope with the dual career role and with the necessity for teaching how a division of household tasks can be planned and

implemented. In 1922, Gradwohl described how a family uses the team approach to Home Management. In 1929, the economic situation in the United States was critical and journal articles began to reflect consumer concerns. This emphasis upon thrift by Home Economists continued throughout the years of the depression and on into the years of World War II. There were also a number of articles concerned with the Home Economist in her welfare role.

The first article referring to Home Management's concern with the study of values appeared in 1935. Bess Cunningham took the position that goal clarification was essential to the understanding of why tasks should be done and further stated that understanding and justification were essential to effective home management. Note that goals and values were really not handled as separate concepts.

Leisure time and the importance of educating for its use were first recognized in an article in June of 1933. Due to unemployment during the depression years, forced leisure was a problem. The shorter workweek, underemployment and early retirement make increased leisure time a concern for Home Management professionals today.

Moving along rather quickly, we come to an article by Sister Mary Laurita, Helen Ewing and Dr. Irma Gross titled, "Home Management House Problems." Today, the concept of Home Management Residence seems to be a problem as we seek new and innovative ways to give students the opportunity for this type of experience within the constraints of time and budgets. Finally, in 1943 an article appeared which was concerned with decision making. Written by Hazel Price, it was titled, "Measuring Ability to Make Wise Decisions" and compared three different ways to measure decision-making ability.

This brings us to the point where most of us entered the Home Management field of study. Tracing very briefly the history of areas which are

of concern to this group, seems to me, to give validity to those things with which we concern ourselves today--the problems of families. The problems seem to be recurring because as management recognizes so well when we use a systems approach to our discipline, we cannot divorce ourselves from the influences of the near and far environment.

Until the 1940's, emphasis by Home Economists upon those concepts which are peculiar to the area of Home Management had been on a practical or skill level. At this point in time, it was recognized that there was a need to enunciate what was being done in order to clarify and communicate how management takes place. At this time, Home Management was defined in the following manner:

"Home Management may be defined as planning, expediting and directing the use of human and material resources for the optimal development of the individual members and the family within the home and in relation to other individuals and groups."

The first concept isolated by Home Management specialists was that of resources. Time, energy and money had been the basic triumvirate for study. Acknowledgement that skills, knowledge, and attitudes of people could also be resources was new, as was the proposal that Management is a mental activity or process. Accepting this concept, Gross and Crandall provided the traditional Home Management model of a process made up of planning, controlling and evaluating. Decision making was not included in this model but was accepted as being inherent to all management.

This three-step process always was troubling to me because it seemed to me that even the smallest decision would alter the plan and start the process(s) over again. It was too simplistic and there was no provision for goal setting or value clarification.

Dr. Marjory Knoll, Dr. Beatrice Paolucci and others, rejected the three-step process model. Dr. Knoll felt there was more to management than process and Dr. Paolucci believed management and decision making were synonymous. For a time, during the 1950's and early 1960's, there was much concern with values and decision making by Home Management people. Esther Bratton, in an article in the Journal of Home Economics in November of 1962, also rejected Gross and Crandall's "process" and suggested the following five proficiencies that managers should develop: goal defining, planning, decision making, expediting and integrating.

In 1966, Jean Slater Davis defined the Management Process this way:

"Management is a dynamic, on-going process which encompasses those human actions directed toward the realization of values and goals; the prime feature of such goal-directed activities is the systematic series of actions which constitute the making and implementing of interrelated decisions under conditions of uncertainty and limited resources."

Thus, she divided the process into two major components, decision making and decision implementing. In this same year, Deacon and Maloch first proposed their framework for Home Management that is now incorporated into their textbook with which, I am sure, all of you are familiar. This framework or system shows values and resources as being outside of the management process, per se. Values are believed to be "given" since Deacon and Maloch feel that the determination of how values evolve belongs to disciplines other than management.

The Gross, Crandall and Knoll text, Management for Modern Families, published in 1973, incorporated two concepts relatively new to the theoretical framework of Home Management--a systems approach and communication.

They recognize the value of Maloch and Deacon's systems approach, but Gross and Crandall's model is different from the model proposed by the former researchers.

Gross and Crandall believe the systems approach to the study of management theory adds clarity because it makes clear that a change in any part of the system will bring about changes throughout the system. This, hopefully, will eliminate the confusion created by any attempt to use the traditional model as a research tool.

The separation by Gross and Crandall of the managerial system into two interdependent sub-systems--the psychosocial and the managerial--seems to concur with the belief by Maloch and Deacon that the study of the development of values is not within the scope of the expertise of Home Management professionals. The Gross and Crandall text focuses upon the managerial sub-system.

Evaluation is no longer considered as a separate step in the management process, but is included in utilizing feedback. Communication is defined as a necessary process, but not unique to management. The identification of the household environment, near environment and larger environment in the Gross and Crandall system is definitive and seems to be useful in explaining some of the constraints upon the ways families are able to utilize resources.

Deacon and Firebaugh (Maloch), Home Management Context and Concepts, published in 1975, incorporates the model first introduced by these authors in 1966. The systems approach incorporates process, content and function. Resources, goals, demands and events are considered inputs to the managerial system; the system incorporates planning, standard setting action sequencing and implementing. Outputs are met demands and used resources.

I have a question about the model that I hope we can discuss a little later. My concern is this--just how and where does evaluation fit? Is it

part of the controlling or does it occur before the output is determined?

In the Deacon-Firebaugh text, communication is handled as a process necessary to effective management, particularly as it relates to decision making. The newest text available to Home Management professionals is the revised edition of Management in Family Living (5th ed.) by Nichell, Rice and Tucker. The fundamental philosophy of this text is that management is a behavioral interaction process to achieve life goals. Unlike the previously discussed current texts, this book does not use a systems approach. It does incorporate the concept of communication and places strong emphasis upon personal management and the utilization and allocation of resources. Management is defined as "a behavioral process that recognizes the actions and reactions of persons in living situations as they discover and use their resources to achieve something they want."

To summarize the development of theory, we seem to have more narrowly defined the boundaries of management concern and to have moved toward accepting a model that will provide more definitive research in the future. Time will tell--the development of theory is extremely time-intensive.

My second perspective, application of theory, will not demand the time that tracing theory development required. It is in this area that we seem to have come full circle. As we see, dramatically in our own state, but equally throughout the nation and, indeed, through the world, evidences of shortages of very basic resources, management is again concerning itself with resource utilization. Emphasis is again placed upon "coping".

A survey of recent Journals of Home Economics and the Proceedings from the Western Regional Conferences of College Teachers of Home Management and Family Economics yielded the following titles for articles:

"Economic Recession and the Quality of American Life"

"Energy and the Family"
 "Water Use"
 "Consumerism"
 "Is There a Future for the Family?"
 "Focus on the Environment"
 "Consumers and Retail Advertising"
 "100 Ways to Save Money"
 "Human Resources in American Families"
 "Physical Resources and the Family"
 "Family Economics: Getting with Scarcity"
 "Home Economists: Their Role in Rehabilitation"

These and many more I could have listed are re-cycled concerns. They all indicate a need for teaching "coping" skills. I also found several articles that indicate problems growing out of changes in value systems. This change so ably handled by Toffler in Future Shock is receiving a response from management people, I am glad to report. Specific articles I found were these:

"Social Change and Human Values"
 "Changing Roles of Women Outside the Home"
 "Alternate Life Styles"
 "The Finances of Divorce"
 "Proposed Support Schedule for Children of Dissolved Marriages"

Although the problems and concerns of Management people may not be new, there are some interesting trends in teaching about these concerns. Field study experience, internship for employment training, work with special groups such as the aging, the poor and the handicapped, self-paced learning programs and simulation techniques are a few of the approaches to teaching used in the area of Management.

I have handled this quickly, not because I think it is unimportant. I concur with Dr. Crandall and quote from a speech presented by her at Corvallis in 1966. "There is nothing more practical than a sound theory.... But in our efforts to develop theory, we cannot ignore the practical, both in terms of checking the "fit" of the theory and in recognizing that decisions must be followed by action."

Our problems seem to remain. We can look to the past for clues. As to the future, I will leave you with a quote which I use in my classes. Unfortunately, it is anonymous:

"There is no answer. Seek it diligently."

Anon.

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NEW TRENDS AND DEVELOPMENTS IN TEXTILES AND CLOTHING
by Dr. Marjory L. Joseph

The topic of new trends and developments in textiles and clothing is overwhelming. It is, obviously, impossible to do justice to both textiles and clothing in a 45-minute period. Particularly when most of us teaching in one area or the other could probably spend an entire semester on such a topic. Nonetheless, I will aim at a few highlights and try to give you the 'hors d'oeuvres' and maybe a touch of the soup or salad--particularly from my own major area of expertise. With this in mind, I have elected to discuss with you the following:

- 1). A quick look at some of the apparent trends in educational technology with a little spice of my own philosophy.
- 2). A look at the various technological developments that are playing important roles in the textiles and clothing industries.
- 3). A very brief look at some legislation that affects us all as far as textiles and clothing and their use and care are concerned.

To most of you, it should come as no surprise that I will take more time on the area of textiles--my own area of expertise. However, it may be noted that many developments involved both textiles and clothing. It should be equally obvious that some areas will be neglected. I hope that the important concepts that I miss can be discussed as part of the workshop sessions.

To further substantiate the choices that I have made as to what I am including in this presentation, I am going to take a couple of my minutes to share with you a bit of advice that I gained this past week. A good friend of mine was involved in a management training workshop this past week. One of their speakers presented an interesting paper concerning

the hypos and lopos of life. Now, lopos are those tasks with low priority in terms of our value judgments, while hypos are those items with high priorities--those that will give us pleasure as well as a sense of accomplishment. Many of the lopos we face every day as part of our routine jobs; they are time-consuming and very often boring. We frequently opt to do them because we want to "get them out of the way". As a result, we run out of time to do the high priority things. Well, this speaker suggested that all lopo tasks be placed into a 30-day waiting basket. If no one calls and requests them, they can go into a 60-day basket. Then, of course, into the file. However, if someone calls and wants them--you can immediately say--I am working on it and I was going to call you for some additional information.

While the lopos are waiting, proceed with the hypos and really accomplish something worthwhile. Of course, in the hypo group, we must include those tasks that must be done promptly as well as those tasks that will give pleasure and a sense of accomplishment. For us, I would like to suggest that our hypos include using some new and exciting educational technology.

Like everyone else, I have probably done some lopos in preparing this paper. However, let me assure you that it is hypo in terms of any desire to be informative and I have concentrated on those items and topics that are hypo to me.

Now, let's take a look at some of the current things that are happening in instructional technology. Particularly, those trends that will continue to cause major impacts in teaching, learning, and research in T and C.

Some of the moves in educational technology that I hope continue, include the need for conceptualized education. This process uses linguistic symbols as the basis for teaching and learning. It conveys ideas rather than specific bits of facts. Facts and techniques are important, but they

should be used as tools for conceptualized learning.

An important concept in T and C involves the relation of body image to clothing wants. Body image refers to the psychological image one has about their own body. Selecting clothing that relates to the image can help individuals feel comfortable and, thus, usually be more productive. It is important, however, to help those individuals with poor body images to develop a good, healthy image. This can be aided by guidance in apparel selection, in attitudes related to accomplishments, etc. Let us continue to give thought to building body images in our students that aid in their success as students, in their home and family life, and in their chosen professional occupation.

Another trend of general application to all levels of life and activity is the current impact of history -- particularly the nostalgia theme. Nostalgia has permeated all of our living during the past few years. It has brought a return to old fashions--apparel, furnishings, etc.,--but more important, it has brought about an interest in knowing why ideas that were popular in the past are being widely accepted in the present.

I don't believe the answers to the latter problem have been clarified. Rather, in my own thinking, it has raised some additional issues that might be considered in depth. Are we comfortable with items and ideas from the past because we have tried to recapture the good from the past? Does nostalgia reduce difficulties of the present and future? Does it mean we can avoid the difficulties of the past? Is nostalgia accepted because it provides "good" design features for apparel, textiles, and furnishings? I hope that some of you may have answers as I have only possible clues with no provable reasons. In any case, the trend to nostalgia is one we must accept into present-day thinking processes.

The teaching of textiles and clothing using conceptualized approaches has been in use for some time. Recently, Dr. Lare summarized her reasons for using concept learning in teaching clothing construction. She stated: "In a clothing construction course, the emphasis is on WHY some choices are more appropriate than others, taking into account the student's value priorities, fabric choices, garment design, and analytical and manipulative skills."

Students should be made aware that fabric and pattern choices are the first steps in a series of critical decisions that are required in the construction of a garment. The laboratory instructor should become the facilitator in guiding students in the decision-making process that is required in making an item of apparel and then in its care.

It is imperative that we include management-decision making in the textiles and clothing classrooms and in the selection, use and care of textile products. Successful teachers have learned to manage effectively both the physical resources - time, energy, money, etc. - and the mental resources - ideas, etc. However, they have not always found the best way to guide students into becoming effective decision makers. Too often, and even once is too often, we find teachers who are so concerned with skill and result that they fail to consider the relation of product to student's value systems. Is skill perfection always a necessary outcome in teaching?

In another direction, trends in instructional technology appear to maintain the use of individualized instruction and techniques such as PIR which uses students as tutors to help facilitate learning. For individualized learning MATCHE provides a good example of one process. Programmed learning continues to be popular. However, some recent research has indicated that

the social atmosphere of a classroom is a valuable tool in assisting the educational process.

Now let us change directions and take a look at the technological developments in the textile and clothing industries. While you are probably aware that I feel very comfortable in discussing textiles, I want you to know that it is difficult, if not impossible, to identify totally new trends and developments. Most are the natural evolution from previous trends. Thus, I shall share with you some of the changes that are or have occurred recently that may be of interest to you.

Let me review, first, changes in relation to textile fibers. For some time we had new fibers coming onto the market so fast that no one really knew what to do with them. That has changed and in the past few years as well as currently, the major emphasis is on modified fibers. Even the new groups, the novoloids and aramids, are the result of modification research. The few new fibers, Kynol novoloid and the aramids - Kevlar and Nomex - have been successful for specialized use as they were developed to provide great strength, high modulus, and resistance to heat.

Other modified fibers are slightly different from older types, but care still remains essentially the same. Probably one of the best known modifications is Qiana nylon. Other modifications include specially textured polyesters such as Golden Touch and Trevira; flame resistant fibers such as SAYFR acetate, FR rayon, FR polyester. These latter products are achieved through the addition of special chemicals to the fiber melt or solution before filament formation. Modacrylic fibers are suddenly gaining in use due to the fact they are naturally flame retardant. Other modifications of polyester continue to be promoted, such as polyester variants with increased absorbency so they will be more comfortable. These are

nearly ready for the market. Delays may be encountered in their introduction due to the economic setbacks in the textile industry of the past two years.

The development of bicomponent or biconstituent fibers continue as these, too, offer specialized characteristics. Cordelan is a soft and pleasant fiber that is made from vinal and vinyon fibers. It is a biconstituent and is flame retardant. It should be successful in the children's sleepwear industry. Monvelle you may have encountered. It is a biconstituent made of nylon and spandex and has been designed for use in hosiery and foundation apparel. Chinon is a bicomponent of acrylic and azlon and has been made to resemble silk in hand, drape and appearance. I strongly believe that research in the direction of new fibers is at a standstill. However, research in modified fibers will continue as a constant search to locate products that give us the characteristics of natural fibers.

While a noticeable trend in the marketing and sale of textile fibers has been in the increased use and selection of cotton, we may find this cannot continue except for the elite few. Droughts in California and other southern states have caused a major reduction in cotton and prices are once again escalating.

In yarn manufacture, there have been some superior technological developments. Primarily, the development of open-end spinning. This technique is the production of yarn directly from fibers with very few intermediate steps such as those used in traditional yarn manufacture.

Advantages of open-end spinning include the need for less manpower, less energy, and less space. The yarns are good for filling and for soft fabrics. At the present time, disadvantages are found in yarn strength and evenness. Open-end yarns are not as durable and may not be satisfactory

in warp ends; further, it is not possible to make complex or fancy yarns by this process. However, continued research will probably solve problems of strength and evenness, at least, so that open-end yarns can be used for most fabric production.

In fabric manufacture, the new trends include increased use of shuttleless looms and computerized knitting frames. Shuttleless looms produce fabric faster than shuttle looms with reduced energy requirements, with less flaws, with less noise, and with greater speed. These looms are replacing older, traditional looms as fast as the older looms become obsolete or nonrepairable. There is no readily discerned disadvantage to the shuttleless looms.

Computerized knitting frames produce knit fabrics quickly; they produce new knit design patterns as quickly as a program can be fed into the computer. Highly decorative knits or plain knits can be made on the units. Designs can be changed in a very few minutes so greater variety of patterns can be made available to consumers. These frames require less energy and produce fabric more rapidly than older machines. There is a change in manpower needs. Less nonskilled and semi-skilled workers are required, and in their place are found skilled professionals.

Changes and developments in the finishing and coloring of fabrics include transfer printing, new screen printers, laser beams for inspecting and cutting.

The newest type of printing operation is the transfer process. This is sometimes called sublistatic. There are two basic types--one uses no liquid while the other uses moisture. Technically, sublistatic uses no liquid, the other transfer process does, and is sometimes called the dewprint technique. In this operation, a print design is first printed

onto a heavy paper. The paper and fabric to be printed are fed through the transfer unit where the design moves from the paper to the fabric. In the dry process, the dye moves by sublimation--that is, the dye momentarily changes to a vapor which has greater attraction for the fabric than the paper so it attaches itself to the fabric. In the liquid process, the moisture dissolves the color on the paper and it transfers to the fabric. In every case, the dye used must have greater attraction to the fabric than to the paper for success. Furthermore, the process, as yet, is not highly successful on natural cellulose fibers; but it is anticipated that this will be perfected in the near future.

The transfer printing process can be done by most any fabric manufacturer and space requirements for the machinery are low. One of the big advantages of transfer printing is the ability to print complete items of apparel or pre-cut apparel sections. This is the basis for the success of the T shirt business.

Increased developments in screen printers are providing consumers with a greater variety of prints. Designs can be changed quickly on screen printers, thus making it economical to produce less yardage of any one pattern; and, thus, more different patterns. Screen printers are in use that print fabric up to 125 to 150 inches wide. Roller screen printers are available in vertical format as well as the usual horizontal. Several companies have been able to modify the driers used with screen printers in order to reduce energy consumption. Another economy can accrue in the use of screen printers as they are being installed in many fabric manufacturing plants, thus eliminating the transportation that was usually associated with printing at direct roller print houses.

In this day of concern on conservation of resources, I do want to

mention that the textile industry is actively involved in reducing energy consumption and the use of natural resources. Processing and care procedures are being modified to reduce water use and waste; solvents have replaced water in many operations, and solvents can be reused many times. Modifications in the use of gas, electricity, and oil are occurring. However, the gas shortage does pose a serious problem in textile finishing. It is the one major type of fuel that can be used in basic finishing such as singeing operations. Plants are trying alternate sources, but there may be a delay due to control problems. This delay may well result in a short supply of some woven fabrics for this summer and next fall.

Another development of interest is in the use of laser beams in both textile processing and apparel manufacture. Laser beams are being used to inspect fabric before marketing. The use of a laser permits the marking of flaws on a scanner, the grading of the flaw, the identification of broken or slub yarns, the notation of discolorations, and the identification of skew or off-grain characteristics. The unit can be stopped for repair of flaws when practical. It is estimated that one laser inspection perch can replace five standard perches. A cut in labor, space and energy needs.

Laser beams are in use at some apparel manufacturers - especially in the men's suit industry - to cut apparel. It cuts one layer at a time instead of the 50 to 100 layers previously cut; thus eliminating distortion in some layers and retaining complete accuracy for each garment cut. The units operate faster than older systems to the point that even when cutting one at a time, the production per hour is greater using laser beams than using cutting knives.

In the apparel and home furnishing industries there is a trend to finding alternative sewing methods to the usual type of sewing machines.

The use of ultrasonic sewing machines is becoming widespread for selected end use products and has the potential of wider use in the future. These units join fabric pieces without the use of thread or needles. A simulated stitching line can be formed if desired. The sonic waves generate friction which produces heat which seals the fabric layers together. It is essential that the fabrics have from 50 percent to 65 percent thermoplastic fiber in the fabric. In addition to joining edges, the technique can cut and seal edges simultaneously. A popular use in the home furnishing's market is the production of "quilted" bedspreads. These products, called pinsonic by some manufacturers, appear to be actually quilted. On closer inspection, the sealing lines can be seen. However, the general effect is quite acceptable and much cheaper.

One cannot talk about new trends and developments in textiles and clothing without noting the many uses of computers. In addition to the typically accepted uses in record keeping, billing, etc., and in the use in knitting previously noted, computers find a variety of interesting uses. They are used to plan pattern layouts on fabric to maximize fabric use and reduce waste, they are used to draft patterns, to grade patterns for the various sizes. A few daring individuals have tried designing by computers.

Finally, let us take a look at legislation concerning textiles and clothing. Of importance to all of us, and our students and all consumers everywhere, is the labeling legislation. During the past summer and fall the FTC held a series of hearings on the care labeling bill and tried to identify changes needed in the existing rules and regulations involved in the enforcement of the care labeling legislation. Many suggestions were submitted by individuals, interested groups, and companies. As yet, the FTC has not announced what changes will be made--these should be coming

sometime this spring. Some of the recommendations included simplified language for labels, the use of symbols such as those currently in use in several other countries, including Canada, development of regulations that make the care label protect not only the fabric involved, but items of trim and notions; and consideration of care directions when two or more fabrics are used. It is hoped that the legislation might encourage manufacturers to select compatible fabrics when two or more are involved, such as lining fabrics with outer fabrics.

We are all aware of the legislation concerning the safety of fabric and apparel for children in the matter of flame retardancy. Problems with this type of legislation continue to reoccur. Mothers refuse to buy flame treated sleepwear and select alternatives without the finish--and probably with good sense, as some of the finishes cause allergenic reactions. Care procedures continue to cause problems in many areas of the United States. Soaps cannot be used on flame retardant finishes as they mask the effectiveness and result in immediate failure of the finish to protect. All but phosphate-type detergents tend to produce some problems; and phosphate detergents are banned in many areas of the country. Recently we have heard about the carcinogenic properties of some of the flame retardant chemicals, notably Tris. While results are inconclusive, it would appear that this is not a problem, but the publicity has turned many people away from flame retardant fabrics. Furthermore, in a recent report given at a symposium on flame retardants, the Director of the Shriner's Burn Center has publicly announced that the legislation in its present form is probably a classic case of "over kill", and far exceeds actual needs. It continues to be a source of interest to observe what might happen to this type of consumer protection for apparel.

There are many other trends that could be noted. There are new zippers that are softer and more flexible, thread that is finer, stronger, and more uniform. And many more! But these brief glimpses into what is happening will have to serve for this time. I thank you for listening and hope that you will bring your knowledge and expertise into the workshops where they can be incorporated into the learning experiences of all of us.

EVALUATING THE MATCHE MODULES

by Dr. Terry G. Newell

California State University, Fresno

Once the modules for the Management Approach to Teaching Consumer and Homemaking Education have been written, two further facets of the MATCHE approach must be examined. These aspects are the content validity of the modules and the usefulness of the modules in actual application. I should like to briefly outline the content validation process and summarize the results of this process.

Content validity typically is used with reference to the adequacy of the information contained in a measuring instrument. In the context of the MATCHE modules, content validity is concerned with (1) characteristics of the module such as its organization, vocabulary and activities (2) adequacy of the pre test-post test and (3) the extent to which the module is considered usable in educational settings. In order to evaluate the content validity, a sample of experts rates these various aspects of the modules. Towards this end, those individuals who attended the MATCHE II and MATCHE III workshops were asked to rate the content validity of the modules using a "standardized" format. (see Content Validity Rating Form-Appendix D)

Individuals at MATCH II rated modules in the Housing and Human Development Areas and individuals at MATCHE III rated the Management and Textiles-Clothing modules.

Content Validity of Modules in Housing and Human Development

Table 1 summarizes the content validity ratings for two modules in Human Development and two modules in Housing. These modules were later

given preliminary field tests. The ratings of the different items were generally quite positive: The behavioral objectives which form the basis of each module were considered clearly stated and mastery of the objectives was thought to be important to home economics education students. The Human Development modules were rated as well organized, about the right length and as having available references. The Housing modules were considered to be somewhat too long. Pre-post tests were considered to be of moderate difficulty and could be scored without difficulty. Respondents generally were impressed with the modules and felt they would probably use them in their present form.

Table 1

MEAN RATINGS OF CONTENT VALIDITY FOR MATCHE MODULES
Human Development and Housing Areas

Item	Module			
	Financial Pressures N=11	Child & EDA Family N=12	Select Housing N=11	Select Furnishings N=10
1. Evaluation of behavioral objective: Clear---vague	3.7	3.8	4.6	4.4
2. Importance of objective: Very---Not at all	4.4	4.7	4.6	4.5
3. Organization: Excellent---Poor	3.9	3.8	4.5	4.5
4. Length: Too long---short	2.8	3.4	3.9	3.2
5. Vocabulary Level: Too difficult---simple	3.2	3.3	3.1	3.3
6. References Available: Readily---not available	3.8	3.6	2.7	3.1
7. References appropriate: Excellent---Poor	3.0	3.5	4.3	4.3
8. Activities: Too many--- too few	2.6	3.2	3.3	3.2
9. What % activities used?	65%	65%	55%	72%
10. Range of activities: Too broad---narrow	2.7	3.5	3.3	3.0
11. Pre-test: Too difficult--- easy	3.5	3.1	3.6	3.5
12. Pre-test items: Too many--- few	2.8	3.1	3.5	3.2
13. Score test: Difficult---easy	3.2	3.5	3.7	3.5
14. Mastery of Objective: Excellent---could not	2.7	3.4	4.2	4.1
15. Use module? Definite yes---no	3.1	3.2	3.6	4.0

Content Validity of Management and Textiles-Clothing Modules

Participants at the MATCHE III workshop had some difficulty rating the content validity of the modules. Many individuals seemed confused by the items on the content validity form. In retrospect, this seemed to be due to a lack of understanding of the MATCHE approach. At the MATCHE II workshop, the MATCHE approach was explained and outlined to the participants and the focus of the entire conference was on "individualized" instruction. In order not to be redundant with MATCHE II, the MATCHE III workshop emphasized new developments in the subject matter areas of Management and Textiles-Clothing. The MATCHE approach and the overall purpose of the modules were not covered at the workshop. However, copies of the proceedings of MATCH I & II were available to participants. These proceedings included purpose and process of MATCHE.

A total of 10 modules, written by six different authors, were developed in the Management area. Content validity data were supplemented in some cases by ratings obtained from other professionals to whom the modules were distributed but who were unable to attend the conference. The number of raters ranged from seven to 17 across the various modules.

As a general index of the quality and usefulness of the module, item 15, "Would you use the module in its present form?" is most useful. Table 2 presents the ratings for each module on this item. The mean ratings on this item ranged from a high of 3.8 for the module on "Credit" to a low of 1.8 for the module on "Financial Management".

Dr. Mau's module (Credit) is a superlative example of the potential quality of the MATCHE project modules. This module is beautifully written and organized. The pre-post test has been carefully constructed and scoring instructions are clear and concise. Although "Credit" is a difficult area

containing many technical terms and concepts, the module seems to cover these concepts in a coherent fashion.

A total of seven modules, written by four different authors, were developed in the Textiles-Clothing area. From six to nine responses are available for these modules. Table 2 also gives the mean ratings for the item relating to the adoption of the module.

The module on "Application and Implication of New Technology in Textiles and Clothing" was highly rated, while the module on "Sociological, Psychological and Economic Factors" was not considered very usable in its present form.

In contrast to the prior use of the content validity information for internal evaluation of the project, this year, a summary of the validity information for each module was prepared within two weeks of the MATCHE III conference and was distributed to the appropriate author. The purpose of this feedback was to assist the authors in the preparation of their revised modules. Thus, the above ratings are for the preliminary versions of the modules.

Table 2

**MEAN RATINGS OF USEFULNESS OF MODULES IN MANAGEMENT AND
TEXTILES-CLOTHING AREAS**

<u>Management Modules</u>	<u>Mean</u>
Credit	3.7
Relationship between National and Consumer Economics	3.5
Metric System	3.4
Occupational Preparation for Jobs-Housekeeping Skills	3.4
Occupational Opportunities-Home Management	3.3
Management View of Dual Role	3.0
Money Management	2.7
Environmental Issues and Consumer	2.6
Management Skills	2.6
Financial Management	1.8
<u>Textiles-Clothing Modules</u>	
New Technology in Textiles-Clothing	4.0
Occupational Opportunities-Clothing and Textiles	3.2
Merchandising Textiles	3.1
Clothing Needs of Individuals	2.8
Clothing the Individual and Family	2.8
Assembly Line Garment Construction	2.1
Sociological, Psychological and Economic Factors	1.8

Preliminary Field Review of Modules in Housing and Human Development

Individuals at four sites within the CSUC system expressed interest in field testing the modules. Budgetary restrictions precluded any systematic field testing so the use of the modules was left to the individual. As it turned out, the instructors had so little time available that the only thing they could do was to administer the pre-tests. It was felt that even this minimal use of the modules would at least provide some information about the modules.

Two modules from the Housing Area: "Procedures for Selecting Furnishings" and "Procedures for Selecting Housing", were used at three test sites. Table 3 presents the sample sizes and the means and standard deviations of the pre-test scores for the furnishings module. At sites one and four, the students were undergraduates with various majors such as Home Economics, Child Development, Occupational Therapy, Marketing, etc. At site three, the students were graduate students in Home Economics Education.

TABLE 3: Means, Standard Deviations and Sample Sizes for Pre-test Scores of "Procedures for Selecting Furnishings" Module.

	Site 1	Site 3	Site 4
Mean	56.6	89.0	57.1
s	16.7	14.7	19.9
N	16	11	14

Total points possible on the test: 112

Sites 1 and 4: Undergraduates with various majors

Site 3: Graduate Students in Home Economics Education

As the table indicates, the graduate students, as might be expected, performed much better than the undergraduates. Thus, some indication of the construct validity of the test is provided.

Table 4 presents the sample sizes, means and standard deviations of the pre-test scores on the housing module. Again, the graduate students at site three obtained higher scores than the undergraduates at sites one and four. At site two, an attempt was made to actually use some of the readings and activities proposed by the module and to pre and post-test the students. Unfortunately, of the 11 students who started the module and were pre-tested, only five were post-tested. Thus, although there was a gain of 20 points, the loss of over half the initial sample makes conclusions difficult.

TABLE 4: Means, Standard Deviations and Sample Sizes for Pre-test Scores of "Procedures for Selecting Housing" Module.

	Site 1	Site 3	Site 4	Site 2	
				Pre	Post
Mean	34.0	77.4	45.0	79.0	99.0
s	18.0	36.0	21.0	13.4	6.4
N	16	14	24	11	5

Total points: 133

Site 1: Undergraduates (Freshman--Senior)

Sites 3 & 4: Juniors and Seniors

Site 2: Graduate Students

The pre-tests from two modules in the Human Development Area were also utilized at the "volunteer" field sites. These modules were "Financial Pressures in Various Life Styles and Cycles", and "The Child and the Economically Depressed Family". The author of these modules did not provide any indication of a scoring system for the pre-test; that is, the questions were not differentially weighted and no total points for the entire test is given. Therefore, the items were equally weighted and a simple percentage was calculated. It was also possible to analyze these

data as a function of each of the three units in the module. Table 5 presents the information for this module. In general, the pre-test was found to be very difficult even for the graduate students at site 2. The median percent correct at site 1 for each unit was 0%.

TABLE 5: Mean and Median Percentage Pre-test Scores by Unit for "Financial Pressures in Various Life Styles and Cycles" Module.

	N	Unit 1		Unit 2		Unit 3		Total	
		Mean	Mdn	Mean	Mdn	Mean	Mdn	Mean	Mdn
Site 1	14	2.0	0%	13.0	0%	7.8	0%	7.6	10%
Site 2	18	24.0	25%	16.0	27%	3.0	0%	14.0	11%
Site 3	14	16.0	15%	30.0	40%	31.0	30%	26.0	32%

Site 1: Undergraduates with various majors

Site 2: Graduate Students

Site 3: Juniors and Seniors

Finally, information concerning the pre-test for "The Child and EDA Family", indicated that this test was extremely difficult. Since almost all students scored 0% on the pre-test, no further analysis was made. These scores may indicate that the test is much too specific and requires knowledge of material contained in references unique to the module, or it may indicate that present-day students simply have no real knowledge of this type of material.

SUMMARY

The content validity of MATCHE modules in the Housing, Human Development, Management and Textiles-Clothing Areas, was assessed by asking experts in these areas to rate various features of the modules such as organization, references, activities and pre-post test. In general, the modules were judged to have adequate validity, but there was marked variability. The modules on Credit and on New Technology in Textiles-Clothing

were considered to be particularly good examples of the module and were judged to be useful in their present form.

Initial field reviews of the modules in Housing and in Human Development indicated that the pre-test for Housing was somewhat too easy, while the pre-tests for Human Development were too difficult.

The MATCHE III conference was evaluated and the participants thought the conference as a whole was excellent. They indicated that the "work sessions" were particularly valuable.

SUMMARY OF WORKSHOP

Mary Margaret Eighme

This is the third MATCHE workshop I have attended. I found a more positive attitude present at this meeting than at any of the previous meetings--it is always a pleasure to find people from varied backgrounds working together as closely as you have for a common cause.

The efficient registration and warm welcome by Maurine Vander Griend and Gwen Cooke opened our session. It was good to discover who the other participants were -- even if we cannot recall all the names. There are many new faces this year, with a change in subject emphasis.

Betty Bailey, Assistant Professor at California State University, Northridge, presented "Changes and Trends in Home Management Theory". This included both theory and practical applications of management. Historically, home management has dealt with eliminating waste, conserving energy, preventing family breakdown, living more simply, the dual role, use of leisure time, and values, but not differentiated from goals.

Prior to 1940's, the emphasis was on the skill level of management. Then came the increased need to recognize the importance of clarifying and communicating what is going on in home management. She indicated early concepts of management of the three basic resources (time, energy, and money) has been broadened to include skills, knowledge and attitudes. The three-step management process was too simplistic and recognition has been given to the place of goal setting and value clarification. Other trends have included the decision-making and decision-implementing approach, the systems approach with communication, including feedback and evaluation. Betty asked the pertinent question, "Just how and where does evaluation fit?"

In summarizing the development of management theory, she says that we "seem to have more narrowly defined the boundaries of management and to have moved toward accepting a model that will provide more definitive research in the future."

The management applications have come "full cycle". Again we are faced with coping skills. Changes in values and a variety of life-styles must be considered. Innovative teaching techniques will be needed as we teach management theory and applications.

"New Developments and Trends in Textiles and Clothing" by Dr. Marjory Joseph, Chairperson, California State University, Northridge. She chose to report on only three areas of trends -- she hit the "hi-pros" only.

1. Instructional technology applied to conceptual education in clothing. It includes:
 - a. Body image.
 - b. Historical return to the old in many areas. We need to ask ourselves some questions as to why this return.
 - c. Teaching clothing construction by concept -- the why. There is need to include values using a management and decision-making process rather than the skill as an end in itself.
 - d. Incorporate use of individualized instruction and related approaches, but not leave out the social interaction which is essential.
2. Technological developments include:
 - a. Textile fibers -- research aimed at modifying fibers for maximum use.
 - b. Yarn manufacture, new types of looms and knitting machines, finishing and coloring textiles are aimed at improving

product, reducing energy consumption, conserving natural resources, less manpower with the resulting cost savings.

3. Legislation

- a. FTC Care Label Legislation review hearings. The new regulations will probably be out later this spring.
- b. Mention was made of the many negative factors of legislation on flammability of children's clothes.

I would like to report on general impressions of the workshop in five areas: general, appreciation, frustrations, concerns and last, but not least, some challenges.

General

All of us have benefitted from being together--one was so mentally stimulated and excited that she said she hardly slept last night! A constructive, positive attitude has been taken toward the work and there has been cooperation as we have worked together. Many valid questions have been raised. We all recognize the time period to work together has been too short to complete the task and perfect the modules, but at least directions have been given to the finishing of the modules. There has been a free and open communication by the participants in the module revision and a willingness to share information. Some of the modules have been easier to write and complete than others. The interaction between all participants has been tremendous.

Appreciation

I would like to take this opportunity to express appreciation to our module writers. You have faced a most difficult task and have worked under time pressure. As only one example of your dedication, I would mention Dr. Mau. She took the module on credit to a bank, loan agency,

and department store, to get their reaction to the content. All module writers have had their work severely criticized -- perhaps the reason we have been so critical is that we have never tried to write a module ourselves. You are to be complimented on your non-defensive acceptance of this criticism without outward ill effect -- I trust none go home with ulcers.

The workshop participants have been faithful (even skipping coffee breaks), given constructive criticism, and shared your concerns. All this has been in an effort to give a broad base and to further refine the material. Your input has been essential for success in the project.

Gwen Cooke and Maurine Vander Griend have given strong leadership to the research project and to the organization of this workshop. As usual, the details have been efficiently taken care of and we express our heartfelt appreciation to you for the many things you have done for us to make this a pleasant experience.

To our presentors, especially to Betty Bailey and Marjory Joseph for leading out in the group discussions, we thank you for the professional challenges you have given us. There are others who also worked in smaller groups with leaders, and your work has proved efficient in helping to cover the maximum material in a given time period.

Frustrations

Yes, there have been frustrations on the part of writers and general participants alike. These frustrations have come from a variety of reasons. Some are attending a MATCHE workshop for the first time, and so lack the historical perspective. Many of us have recognized our own weaknesses-- maybe some of us need to take a course in writing! To a degree, this kind of recognition is healthy. When we recognize a deficiency, we can set

about to correct it. One thing leads to another and sometimes we have tended to talk shop instead of revise modules which has been frustrating because of lack of time, but beneficial from professional interaction.

Concerns

Some of the concerns I have heard expressed include how will the material be kept up to date and what about the cost factor? Some have wondered if there should be an identification of assumptions on which the various modules are based. If this were done, it might make the modules more useful. A couple of persons were wondering if future module writers, as a part of their preliminary work, could send around a questionnaire with objectives, suggested activities and resources to the subject matter specialists. These specialists could then evaluate and make preliminary recommendations and return to the writer. This would serve to guide the writer in the module development. Another concern has been for the quality of the field testing. It is essential to get valid results. The comments on the content validity questionnaire by a previous speaker indicate our concerns for it. Some expressed the concern that greater emphasis needs to be given in the modules to identifying issues (pros and cons) which will cause the student to think.

Challenge for the future

As the modules are completed and field tested, it will be essential to have good feedback as a basis for revising the modules. Only with this feedback will the best quality product be developed. I have sensed eager participation for the completed modules to be available for use. No doubt the use will be as varied as the institutions using them. Some have wondered if, in the future, it would be possible for some instructional media such as cassette and video tapes to be produced, copied and shared

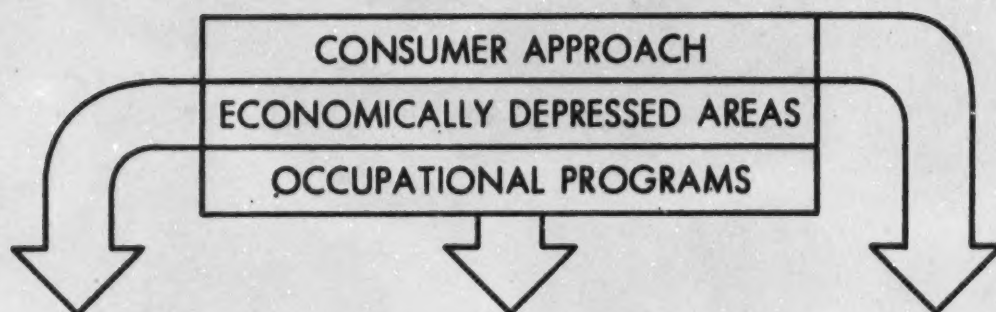
with institutions using the modules. These could be especially useful for activities requiring interviews with professionals.

Have a safe trip home, and we will look forward to our next MATCHE workshop together.

APPENDIX A

MATCH

MANAGEMENT
APPROACH TO
TEACHING
CONSUMER AND
HOMEMAKING
EDUCATION



MATCHE III WORKSHOP

Airport Holiday Inn
Fresno, California
March 7-8, 1977

PURPOSE: — To assess and advise on the expanded MATCHE modules in the areas of Textiles and Clothing, and Management.

- To validate the content of the MATCHE modules in the areas of Textiles and Clothing, and Management.
- To explore means of field testing MATCHE modules.

Monday, March 7

- 9:00 — Registration and Coffee — Maui Room
- 9:30 — Introductions and Overview of Workshop — Gwen Cooke
- 9:45 — New Developments and Trends in Management
— Betty J. Bailey
- 10:30 — Take a Break
- 10:45 — New Developments and Trends in Textiles and Clothing
— Marjory L. Joseph
- 11:30 — Module Evaluation — Terry Newell
- 12:15 — Luncheon
- 1:15 — Work sessions — Analyze expanded modules
 Management — Chairperson, Betty J. Bailey Maui Room
 Textiles and Clothing — Chairperson,
 Marjory L. Joseph Oahu Room
- 4:00 — Plans for continuation of group work on Tuesday —
 Maurine Vander Griend

Tuesday, March 8

- 9:00 — Work sessions (continued)
 Management — Betty Bailey, Chairperson — Maui Room
 Textiles and Clothing —
 Marjory Joseph, Chairperson — Oahu Room
- 11:45 — Luncheon
- 1:00 — Work sessions (continued)
 Management — Betty Bailey, Chairperson — Maui Room
 Textiles and Clothing —
 Marjory Joseph, Chairperson — Oahu Room
- 2:00 — Summary of Work Sessions —
 Betty Bailey, Marjory Joseph — Maui Room
- 2:30 — Informal Questions and Answers —
 Gwen Cooke — Module writers
- 3:00 — Field testing of MATCHE modules —
 Maurine Vander Griend, Terry Newell
- 3:30 — Summary of Workshop — Nona Verloo
- 4:00 — Safe Trip Home

PRESENTORS:

Betty J. Bailey, Assistant Professor
California State University, Northridge
Dr. Marjory L. Joseph — Chairperson
California State University, Northridge

CURRICULUM EVALUATOR:

Dr. Terry Newell,
Associate Professor of Psychology
California State University, Fresno

MODULE WRITERS:

Betty J. Bailey, Assistant Professor
California State University, Northridge
Dr. Barbara Christensen, Assistant Professor
San Jose State University
Margaret Gylling, Associate Professor
San Jose State University
Nina Henry, Assistant Professor
California State University, Fresno
Dr. Marjory Joseph, Professor
California State University, Northridge
Katherine Karikka, Associate Professor
California State University, Fresno
Dr. Helen Mau, Professor
San Francisco State College
Jan Movey, Assistant Professor
California State University, Fresno
Vaunden Nelson, Assistant Professor
San Jose State University
Sharman Smith, Lecturer
Humboldt State University

BUREAU REPRESENTATIVE:

Nona Verloo, Assistant Chief

PROJECT EVALUATOR

Joan Carvell
CARVELL — Education Management Planning

DIRECTOR:

Dr. Gwen Cooke, Chairperson
Home Economics Department
California State University, Fresno

ASSISTANT TO DIRECTOR:

Maurine Vander Griend, Adjunct Professor
California State University, Fresno

FUNDED BY:

Bureau of Homemaking Education
California State Department of Education,
Sacramento
California State Department of Education, Sacramento

Appendix B
MODULE WRITERS

Management

Relationship between National and Consumer Economics	Betty Bailey California State University, Northridge
Environmental Issues and the Consumer	Jan Movey California State University, Fresno
Financial Management	Jan Movey
Credit	Helen Mau San Francisco State University
Management View of the Dual Role	Sharman Smith Humboldt State University
Metric System	Jan Movey
Occupational Opportunities Related to Home Management and Supporting Services	Katie Karikka California State University, Fresno
Occupational Preparation for Jobs Utilizing Housekeeping Skills	Katie Karikka
Management Skills (EDA)	Vaunden Nelson San Jose State University
Money Management (EDA)	Vaunden Nelson

Textiles and Clothing

Sociological, Psychological and Economic Factors Affecting Clothing Selection	Nina Henry California State University, Fresno
Clothing Needs of Individuals	Nina Henry
Application and Implication of New Technology in Textiles and Clothing	Marjory Joseph California State University, Northridge
Occupational Opportunities Related to Textiles and Clothing	Marjory Joseph

Textiles and Clothing (continued)

Merchandising Textiles and
Ready to Wear

Margaret Gylling
San Jose State University

Custom-made and Assembly-Line
Garment Construction

Nina Henry

Clothing the Individual
Family (EDA)

Barbara Christensen
San Jose State University

Appendix C

HOME ECONOMICS DEPARTMENT
CALIFORNIA STATE UNIVERSITY, FRESNO
March 1977

CONTENT VALIDITY OF MATCHE MODULES

As part of our evaluation of the MATCHE project, we are interested in the content validity of the MATCHE modules. Content validity refers to the adequacy of the content of the module as rated by knowledgeable individuals in the area of home economics. After reading the module, we would like you to complete this questionnaire for each module. Circle your response to each item. At the end of the questionnaire, there is room for your written comments.

MODULE NAME _____

YOUR NAME _____ POSITION _____

INSTITUTION _____

Part I: Behavioral Objective

1. Indicate your evaluation of the behavioral objective which forms the basis of the module.

Clearly stated		Adequate		Vague
5	4	3	2	1

2. How important is mastery of this objective for future home economics teachers?

Very		Somewhat		Not at all
5	4	3	2	1

Part II: The following questions concern the text and narrative summary of the module:

3. Organization of the module.

Excellent		Good		Poor
5	4	3	2	1

4. Length of the module.

Too long		About right		Too short
5	4	3	2	1

5. Vocabulary level of the module.

Too difficult		About right		Too simple
5	4	3	2	1

6. References used in module.

Readily available		Available		Not available
5	4	3	2	1

7. Appropriateness of suggested use of references.

Excellent		Adequate		Poor
5	4	3	2	1

8. Activities suggested by modules.

Too many		About right		Too few
5	4	3	2	1

9. If you were to use this module, approximately what percentage of the suggested activities do you think you would use?

100%	75%	50%	25%	0%
------	-----	-----	-----	----

10. Range of activities.

Too broad		About right		Too narrow
5	4	3	2	1

Part III: These questions concern the pre-test post-test.

11. The module pre-test is:

Too difficult		About right		Too easy
5	4	3	2	1

12. With respect to the number of items in the pre-test:

Too many		About right		Too few
5	4	3	2	1

13. With respect to scoring the test:

Too difficult		About right		Too easy
5	4	3	2	1

Part IV: In general:

14. If a student completes the module and passes the post-test, how well do you feel the student would meet the behavioral objective?

Excellent		Adequate	Marginally	Could not meet
5	4	3	2	1

15. Would you use the module in its present form?

Definitely yes	Probably yes	Not sure	Probably not	Definitely not
5	4	3	2	1

Comments:

Text of Module:

Test:

Appendix D

WORKSHOP PARTICIPANTS

Margaret Aaen	Pacific Union College, Angwin
Margaret Ambrose	San Jose State University, San Jose
Betty Bailey	California State University, Northridge
Ann Bauer	California State University, Fresno
Patricia Beals	California State University, Northridge
Mary Byers	Loma Linda University, Riverside
Barbara Christensen	San Jose State University, San Jose
Gwen Cooke	California State University, Fresno
Linda Daube	San Diego State University, San Diego
Virginia Dickinson	California State University, Chico
Elizabeth Dolan	California State University, Chico
Mary Margaret Eighme	Pacific Union College, Angwin
Bonita Farmer	Loma Linda University, Riverside
Joe Ann Gatley	California State University, Long Beach
Margaret Gylling	San Jose State University, San Jose
Fran Harkins	California State University, Fresno
Nina Henry	California State University, Fresno
Debbie Jose	San Diego State University, San Diego
Marjory Joseph	California State University, Northridge
Katie Karikka	California State University, Fresno
Elizabeth Larson	Pacific Union College, Angwin
Marge Mahler	California State University, Chico
Mary Martin	San Diego State University, San Diego

Helen Mau	San Francisco State University, San Francisco
Jani Movey	California State University, Fresno
Vaunden Nelson	San Jose State University, San Jose
Sumi Onodera	California State University, Los Angeles
Nancy Owens	California State University, Northridge
Sharman Smith	Humboldt State University, Humboldt
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